The Status of English Teaching and Learning in Schools of Uttar Pradesh: A Special Case Study on Girls Students

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Introduction

English teaching has become a symbol of people's inspiration for quality in education and fuller participation of national and international life. By 2010 the surge of English covered a third of world participation. Due to the globalization English now become a high demand language. English is now a matter of political response to people's aspirations rather than an academic feasibility issue.

It is well known fact that English is the most popularly used language and the perfect childhood of national and international communication in the world today. In the ancient age the English language was quite unknown to the world. After the information technology revolution, English has become useful and essential things at international level. Besides above English is popularly used in computers, researchers and development areas, e-communications, advertisements, newspapers, international business, machines, sports diplomacy, media, science and technology.

In the status of English as medium of international communication is universally recognized. In multilingual countries like India, English played and is still playing a vital role. Although many methods have been evolved and implemented at different stages to teach English to the Indian students. In some situations, English learning was forced and the students knew the language rule but not the correct uses. The communicative approach attempts to strike balance between fluency and accuracy and in order to achieve this, the students must be given chance to play with the target language.

There is no country in the world where English is not spoken. English is now used as first language of the country or as an alternative means for cross cultural communications. In the scenario, English is the "Window to the World'', through which we can peep into the local, national and global transformation. On the other hand English is used as a medium of science and technology and medical science etc. It is also used in international trade, travel and as contact language between nations.

Still today English is spoken by very few peoples as we know that the age of English language in India is very old and in spite of this English has developed itself as a major communicative globally. English now become as common language in offices, business, industries, medical and research areas. So English teaching and learning in schools is acquired importance in the education system of our country.

The proposed study on ‘’The Status of English Teaching and Learning in Schools of Uttar Pradesh: A Special Case Study on Girls Students’’ is undertaken in order to gain insight into the needs and feelings of school students in UP and also some of the problems faced by the teachers.

Need for the Study

English learning is not just a matter of acquiring the skills of listening, speaking, reading and writing but it consists of developing a communicative competence where these skills are used to show various abilities in an integrated form. English teaching and learning in school is not nearly an educational issue but it is also an issue of social change, personal advancement and national development.

The visual indicator of the presence of English is mushrooming of private English Medium Schools. The pressure of admission in various states in the schools where English is taught from level or is a medium of instruction in school level itself shows that English teaching and learning has an important and an inclusive place in the Indian psyche. It is well known fact that the English Medium Schools has become popular as many parents want their children to study in English Medium School.

So many problems are associated with teaching and learning of English for the girls students in our society. It is found that most of the children having no ability to pronounce English words in proper manner in government schools and also as in some private schools.

Government of India did a lot of improvement regarding English teaching and learning by producing new textbooks, gramophone records, teacher’s training and flashcards.

In spite of above, the following unhealthy conditions lead to present research proposal.

1 Negligence of English teaching.
2 Proper placement of English in course curriculum.
3 Classes conditions in schools.

4 Old teaching methods.
5 Textbook standard.
6 Lack of trained teachers.
7 Diversity in school education.

Objectives

The varieties of schools, speaking environments, classroom teaching and standards of textbooks are the major characterics of teaching and learning of English. The aim of this research to make an effort of the Indian Educational System to teach English to every Indian child specially for girls school and to ensure that she gains a sufficiently high level of proficiency in it and not to suffer discrimination for lack of it.

We are aware that most female students come to school with the knowledge of mother tongue and always have the potential of learning more the one language at the same time. There are following aims and objectives of the present study.

1) Identification of the language needs to the school students of UP.
2) Identification of cultural and contextual constraints.
3) Identification of the problems faced by the students and the teachers.
4) Observation of training programs for teachers of English and to assess their competence in teaching English.
5) Present mode and future prospects of English teaching.

Review of Literature

A lot of literatures and end of numbers of discourses focus light towards the problems of students in terms of English communications and transactions at higher studies. Many of students are disqualified due to the lack of English proficiency. In 2001 Chandrashekhar et al proposed some studies on primarily resources for curriculum change improving pedagogy and teachers training. He stated that these changes are focused on child – centered activity – oriented teaching, teachers training and empowerment and revision of

curriculum. If we look at the history of English Language gained entry in India with the East India Company. Christian schools started functioning in the early 1800s.

In the year 1835 Macaulay in the minutes of Indian education advocated the use of English as it was felt that Indian cannot be educated by means of their mother tongue. He also envisaged that English would be the language of commence, polities and judiciary. The above minutes dated 2nd February 1835 was approved by the Governor General of India William Bentic on 7th March 1835 as corner-stone of British India education policy. As a result of this policy English became a language of the affluent in the Indian sub continent. The bureaucracy opened opportunities for close knowing English. It establish itself as a language of the elite, intelligential, and educated middle class.

After Independence, several states adopted the policies of discontinuing teaching of English in government school. Now there has been a significant change in public opinion in favour of English in the recent years at the school level.

In the year 2006, David Graddol in his book "English Next India, The Future of English in India" mentioned that English is now playing a unique role in the lives of all natives while as earlier it was high society language in India. He felt that English learning and teaching is now increasingly needed both for higher studies and employment.

In the year 1957, B.G. Kher chairman of official language commission recommended several years of English teaching in schools. In the year 1966, Education Commission of India recommended teaching of English after the school level.

In the year 1963, Gokak suggested that changes in the thinking about the proper age and level of English teaching in schools. In the year 1959, Kunzru Committee recommended English as a second language.

In the year 1961, The Central Advisary Board for education post the three language formula which was approved by government of India and was accepted as a part of educational policy. English was become one of the three languages to be taught at school level but later on most state qualified their policy and decided to introduce English at the school level. the living stream of ever growing knowledge.

In the year 1966 NCERT observe that English is a language which in literature, humanistic, scientific and technical. If under sentimental argues, we give up English, we could out ourselves off from just a mental process but a process of negotiation between individuals and society. Learning and teaching of English has been rightly describe as window on a rapid progress of technology and scientific knowledge that is constantly taken place in the world.

In the year 2000 NCERT stated that student at school level should develop ability to use their knowledge, understanding and skills. At this school level they should be able to look for sources of the information and analyze problems and issues radically and scientifically.

In the year 1976 Harry Mashabela, stated that learning and using English will not only give us much needed unifying chord put will also land us into the excieting world of ideas. It will enable us to keep company with king in the world of ideas and also make it possible for us to share to experience of our own brothers in the world.

In the year 1981, 90% of the papers in biology and physics were being written in English, while 75% were in medical, 69% were in mathematics and chemistry.

In the year 1938, The Jakir Hussain Committee recommended that the proper teaching of mother tongue is the foundation of all education,without the capacity to speak effectively and to read and write correctly, no one can develop precision of thought and clarity of ideas.

In the year 1949, Constituent Assembly showed the importance of teaching and learning of English language in India. Hindi was a threat to Southern peoples, by Northerns peoples to supported the significance of English in India. English was associate official language for a span of fifteen years even it was not listed in the schedule viii of the constitution.

In the year of 1955, Kunzuru Committee recommended that the teaching and learning should be related to the study of Indian Literature so that apart from its value for

linguistic purpose, it could be an effective means of stimulating critical thinking and writing in the Indian Languages in teaching and learning.

In the year 1961, Conference of Chief Ministers proposed three language formula in schools i.e. Regional language, Hindi and English. Later on Kothari Commission in 1966 modified above three language formula as Regional Language as self identity, Hindi or Sanskrit for National identity and English for International identity.

On June 07, 1999 Fortune published an article on changes in English curriculum as "there was a real attainment of knowledge in classroom." In 2001 Terminal Assessment Survey (TAS) reported that students of some states like Maharashtra, Assam, Gujarat showed their lower performance in terms of English.

In 1997 David Crystal reported 'English Language achieves a genuinely global status when it develops a special role that is recognized in every country' in his book 'English as a Global Language.'

In 21st century English language has become the world's widely spoken language. Approximately three millions are using this language all over world and even it is spoken by one hundred millions peoples i.e. 16% of world's population. It is a official language in 60 countries. Two-thirds of world scientist write in English. About 90% computers use English, around 70-75% advertisement are published in English, over six thousands newspapers are used in world wide.

In other words, we can say English has become the language of books, newspaper, international business, science and technology, airport, traffic control, medicine, diplomacy, sports, competition, pop music, media and adversity

Research Methodology

The present study concentrates on four major strategies used by the students in inter-language communication. Some important situations in schools i.e classroom sitting, a role of teachers, a role of students and classroom interactions play vital role for teaching and

learning. This research is aimed to the study of ''The Status of English teaching and Learning in the school children of UP.''

Research Design

The location of the study will be in major cities of Uttar Pradesh like Jhansi, Agra and Jalaun only, being the time constraints from covering entire UP states for the study. The data will be collected from government and private schools as well as urban and rural areas.

Data Collection

The proposed study is an attempt to answer the above questions on the basis of data collected from schools especially girls students and teachers in Uttar Pradesh. It consists 600 respondents and these respondents belong to 30 schools of Jhansi, Agra and Jalaun city of UP in which 30 will be private and 15 will be government. The list of school will be procured and a sample of schools will be drawn keeping in mind urban, rural, large and small categorization.

The government and private schools will also be compared on the criteria of teaching and learning practices, norms, followed, professional development of teachers in English and learning concept of students. In respondents list few English teachers are also included from whom information have been collected.

	Jhansi		Agra		Jalaun	
	Govt.	Private	Govt.	Private	Govt.	Private
School	05	05	05	05	05	05
Teacher	25	25	25	25	25	25
Student	75	75	75	75	75	75

Tools and Analysis

Tools will be developed for the collection of qualitative and quantitative data on various aspects such as status of teaching and learning of English, classroom interaction, teacher profile, student and teacher competence.

The data and present study will be collected through the use of qualitative questionnaire for students and classroom observation. The questionnaire for the students will be divided into seven parts as

- Information of the students
- Questions related to listening
- Questions related to speaking
- Questions related to reading
- Questions related to writing
- Questions related to curriculum / examination
- General questions

Questionnaire for the teachers will be divided into two parts as –

- Information of the teachers
- Questions related to teaching methods (instructional / teaching aids, surrounding effects, discipline problems and determinations)

The data collected through the tools will be both quantitative and qualitative in nature and analyzed accordingly. Quantitative data pertained mainly to the classroom size available, instruction aid and physical facilities. Qualitative data will be analyzed on the base of classroom observation. Interview of teacher's interaction with students.

Hypothesis

An attempt will be made to analyze the English teaching and learning for different school in the jurisdiction of Uttar Pradesh. Some policies also developed for the successful incorporation in classrooms situation to make teaching and learning a pleasurable experience and to develop fluency in English.

1) Giving importance to the English at educational level will enhance the power of English among the students.

2) Proper placement of English in school curriculum will improve the English teaching and learning.
3) The teaching and learning can be improved by standard of the text-books and modern instructional techniques.
4) Classroom setting, role of teacher & students, classroom interaction will be affecting parameters in the present study.

Scope of the study

The present study provides English atmosphere which is lacking in schools is one of the pertinent problem in terms of English acquisition. This study is mostly remains untouched therefore researcher is trying to reveal some aspects of English teaching in schools. The condition of English in India is very strange. We find variety of pronunciations according to the state dialect. If we think about Indian context, teachers have to teach in overcrowded classes. Why teaching of English, is not possible to clear each and every concept as students are of great variety. This research helps in improving efficiency of English in schools. The purpose of this research is for the betterment of English teaching in UP especially.

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